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ABSTRACT

In May 1987, the Washington State Legislature passed Chapter 525 Laws of 1987 (Substitute Senate Bill 5479) that authorized the Schools for the 21st Century Program. This report presents information about the progress and results of that program. The State Board of Education selected 33 schools to be awarded 10 additional staff days; supplemental funding; and the opportunity to request waivers from local bargaining contracts, district policies, and state regulations for the purpose of school restructuring. Themes among the participating schools included school-based management and collaboration among teachers, parents, community members, and school administrators. Findings indicate that the program was successful in improving student learning by linking local decision-making in the educational change process with time, waivers, and resources. Barriers to change included lack of time, resistance to change, and difficulty in developing group consensus. Conclusions are that: (1) with proper incentives, locally-based shared decision-making is the most effective way to develop and implement positive school change; and (2) time for staff collaboration is the single most important ingredient for significant school improvement. One figure is included. Appendices contain the 1992-93 project budgets, lists of approved waivers and project contacts, and a map of project distribution. (LMI)

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REPORT TO THE LEGISLATURE
on the
SCHOOLS FOR THE 21ST CENTURY PROGRAM
(Chapter 525, Laws of 1987)

Executive Summary

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EA 025 983

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January 1, 1993

TO: Members of the Washington State Legislature

FROM: Kathleen Anderson, President
Judith A. Billings, Chief Executive Officer

SUBJECT: 1993 Report to the Legislature on the Schools for the 21st Century Program

In May of 1987, the Legislature passed Chapter 525, Laws of 1987 (Substitute Senate Bill 5479), authorizing the Schools for the 21st Century program. Included in the provisions of that act was the requirement that the Washington State Board of Education report to the Legislature on the progress of the program on a biennial basis, with the first report being due in January 1989. Attached is the Executive Summary of the Board's third report to satisfy that requirement.

The State Board of Education is pleased to share with you information about the progress and results of the program to date. The first twenty-one projects have completed four of their six years, while the second twelve will reach the midpoint of their projects in June of this year. Included in the Executive Summary is background information about the program, data on what we have learned, barriers to implementing change, and staff recommendations. Also included are contacts for each project so that legislators may obtain additional information about projects located in their area or those of special interest to them.

We believe that the Schools for the 21st Century program has played a key role in educational restructuring throughout the state and has been a catalyst for significant changes, such as the movement towards outcome-based education, site-based management, and the passage of the Education Reform Bill of 1992. We also believe that continued review and analysis of the program during the six years authorized for each of the projects can assist the

Legislature in its efforts to promote school improvement and increased student performance.

For copies of the full *1993 Report to the Legislature on the Schools for the 21st Century Program* or for additional copies of this report, please contact:

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SCHOOLS FOR THE 21ST CENTURY

A Report to the Washington State Legislature

Executive Summary

Washington State Board of Education

January 1993

SCHOOLS FOR THE 21ST CENTURY

EXECUTIVE SUMMARY

In May of 1987, the Legislature passed Chapter 525, Laws of 1987 (Substitute Senate Bill 5479), authorizing the Schools for the 21st Century program. From a field of 235 applicants, the State Board of Education selected thirty-three proposals to be awarded 10 additional days for staff; supplemental funding; and opportunity to request waivers from local bargaining contracts, district policies, and state regulations. Projects were given six years to implement the community-specific plans for school reform and report what they learned.

When the 1993 Legislative Session comes to a close, the first twenty-one Schools for the 21st Century projects will have completed five of their six years while the second twelve will have reached the midpoint of their projects. A final report on the initial Schools for the 21st Century projects will be submitted to the Legislature on January 15, 1995, as required by Chapter 112, Laws of 1992 (Senate Bill 6220).

BACKGROUND

The Schools for the 21st Century proposals were developed collaboratively by teams of teachers, parents, community members, and school administrators. One theme that is constant through all of the projects is shared decision making, or its synonyms: locally-based development, site-based management, consensus decision making, and building-based budgeting. The high levels of implementation of the innovations, and the relative absence of attempts to subvert change, as documented in a 1992 Concerns-Based Adoption Model study, give assurance that a greater chance of success is ensured when those who are impacted by change are involved in the decision-making process.

LEGISLATIVE COMPONENTS

The 10 Extra Days

The single most valuable component of the legislation, according to a survey of project participants, was the 10 additional days for certificated and classified personnel in the projects. Staff appreciated the recognition by the Legislature that if significant site-based change was to occur, time was required for collaborative planning, implementation, program review, and revised planning. These activities could not be added to a teacher's already full schedule.

Supplemental Resources

A second feature provided by the Legislature was funding for the change process. In the same way that switching to a new model car involves retooling expenses, the cost of moving a school from the industrial age to the information age requires resources, even though the new model itself should be more efficient. Schools for the 21st Century projects each receive an average of $50,000 a year in supplementary resources.

Waivers

The third component of the legislation allowed applicants to request waivers from certain provisions of their locally-bargained contracts, school district policies, and state regulations. Applicants were required to provide justification for each waiver request. The intent was to reduce bureaucracy and encourage responsible innovation.

Grant Period

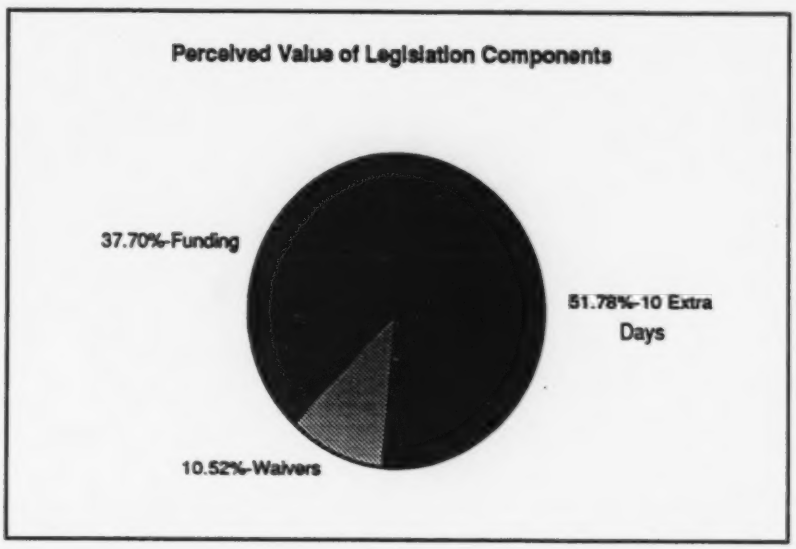
An important feature distinguishing the Schools for the 21st Century from other grant programs was the six-year duration of each project. The Legislature realized that it takes time, not only to implement change, but to change attitudes and behaviors, and to institutionalize the change. The projects are being given time, not only to design more effective schools, but to perfect them. They are learning processes for implementation as well as what to implement.

Assumptions and Design Features of Schools for the 21st Century Legislation

Implicit in the Schools for the 21st Century legislation are several assumptions about the change process in schools. Below is a listing of those assumptions and how they shaped the legislation:

Assumption	Design Features
• Locally-developed programs offer the most promise	• Proposals must be created by local teams
• Overregulation impedes creativity in restructuring	• Waivers of state regulations, district policies, and bargaining contracts available
• Restructuring requires staff time for collaboration and coordination	• 10 extra days for all participating project staff
• The changeover process requires time and energy	• Supplemental funding
• Institutionalized change takes place over time	• Six-year duration of the projects

Following is a chart depicting the relative value of the components as perceived by staff in a 1989 programwide survey:



The 33 Schools for the 21st Century projects are comprised of 52,106 students in 111 schools and 27 school districts. We believe they are serving the state well in providing a variety of successful, locally-developed models, as Washington moves toward the next century. With the passage of the Education Reform Bill in 1992 and the creation of the Commission on Student Learning, we will continue to share both the successes and frustrations of these pilot projects as the state now moves into this type of change on a broader scale.

RESTRUCTURING STRANDS

Though the proposals for each of the Schools for the 21st Century projects were community-specific plans for renewing education, they contained a remarkable number of similar ingredients, but each in its own unique configuration. All of the projects contain at least some of the features listed under each of the seven major restructuring strands listed below:

- Restructuring learning strategies
  - Outcome-based learning
  - Project-based learning
  - Cooperative learning
  - Service learning
  - Cross-age learning
  - Experiential learning
  - Lifelong learning
- Restructuring the curriculum
  - Integrated curriculum
  - Global awareness/Pacific Rim
  - Multicultural and multiethnic studies
  - Environmental studies
  - Thinking skills
  - Learning styles
- Restructuring the learning environment
  - Infusion of technology
  - Smaller school size
  - Early childhood education
  - Community-based learning
- Restructuring assessment
  - Portfolio assessment
  - Options to standardized tests
- Restructuring roles
  - Collaborative decision making
  - Teacher-conducted research (action research)
  - Teacher involvement in program design
  - Enhanced roles for parents in the schools
- Restructuring time
  - Extended school year
  - Late afternoon/evening school
  - Collaborative staff time
- Restructuring linkages
  - College and university partnerships
  - Business partnerships
  - Interagency collaboration and contracts

WHAT WE HAVE LEARNED

Data from sources listed under "Other Reports" indicate that the program has been successful in improving student learning by linking local decision making in the educational change process with time, waivers, and resources. Of these three components, time was listed as the most critical.

LEGISLATIVE COMPONENTS

1. 10 Extra Days

According to a projectwide staff survey of 1,300 participants, the 10 extra days was listed as the most valuable component of the Schools for the 21st Century legislation.

- Staff have used the 10 extra days in the following manner:

10 Extra Days

  - Staff Development
  - Needs Assessment
  - Project Planning
  - Innovation Development
  - Project Implementation
  - Curriculum Development
  - Program Evaluation

- Examples of increased student learning enhanced by the 10 extra days:

Skyline Elementary used the extra 10 days to integrate training in various cooperative skills. Their Lummi Indian students, coming from a tribe already practiced in these skills, saw their achievement scores rise an average of 24 points in the first two years of the project.

Fidalgo Elementary used many of its days for training in intellect development, resulting in 85 percent of their students in remediation finishing the program at grade level, LAP students gaining 30 percentage points in achievement, 45 percent of their Resource Room students exiting the program, and 65 percent of their Reading Lab students exiting due to increased performance.

Since the start of their grant, the percentage of students scoring above the 50th percentile has risen from 78 to 93. Even more impressive, the average score of students who have been in Fidalgo since the program began is now at the 90th percentile. Because of these gains, all the 6th graders have been placed in 7th grade curriculum or higher, and their scores are still climbing.

2. Supplemental Resources (Funding)

Supplemental Resources

Projects used their supplemental funding in a variety of ways. One of the most unique was a staff incentive-pay system implemented at Seven Oaks Elementary School in the North Thurston School District. Teachers, developing their 21st Century proposal, determined a number of competencies that would be needed to successfully complete their project such as outcome-based education, cooperative learning, and technology. The teachers who completed training and then demonstrated competency to a peer-evaluation team could then attend a

national conference that related to the program. The reward to the individual teacher was also a reward to the school, because the conference attendee would then return to Seven Oaks with additional information and skills to further enhance the project. In the first two years of the project, all teachers have taken advantage of the staff-incentive system.

3. Waivers

Waivers

Several projects requested a waiver from WAC 180-51-050, the state regulation on definition of high school credit. These schools, using a variety of outcome-based education models, are moving from seat-time (the Carnegie Unit) to demonstration of mastery of course credit. The Yakima School District, North Mason School District, and Mountlake Terrace High School projects have altered school schedules so that students completing coursework and mastering the content and skill requirements can move ahead, while those needing more time to finish a course will not fail and have to start over. College Place Middle School has implemented a similar program but did not need the waiver at those grade levels. It is interesting to note that with passage of the 1992 Education Reform Bill (SSB 5993), other districts will have the opportunity to request similar waivers, and the entire state will transition toward outcome-based education.

STUDENT ACHIEVEMENT

- Evidence of increased student learning in the projects include the following:

  - Increased achievement scores
  - Increased number of students exiting from Special Education
  - Student work portfolios
  - Decrease in failure rate
  - Increased student responsibility for their own education
  - Improved student attendance
  - Decrease in disproportionality in achievement among minorities

- Examples of increased student learning in the projects:

Forty percent of the student population in Orondo School District is bilingual, 50 percent is migrant, and 78 percent come from low-income households. One of the goals of the Orondo 21st Century project was to raise schoolwide achievement scores from the 30th to the 45th percentile in five years. In just two years, the scores climbed to the 62nd percentile.

School Focused Leadership is a theme of the Seattle School District's Network of Schools project. One important achievement in the first years has been a decrease in disproportionality between ethnic groups in reading scores for grades 2-5 and 9-11, and in math scores for grades 9-11.

Clark Elementary School is a parent-involved school of choice. During the first three years of the grant, the schoolwide average on the state achievement test rose 21 points.

New Century High School meets in the late afternoon and evening, using facilities that a traditional school occupies in the daytime. It is a school of choice, open to students in the North Thurston School District. In its second year as a Schools for the 21st Century project, New Century students scored in the 75th percentile in Critical Thinking Skills, a major area of focus in the school. Other scores relating closely to the goals and objectives of New Century were:

English Language Conventions	79th Percentile
Vocabulary	73rd Percentile
Reference Skills	71st Percentile
Sociopolitical Literacy	71st Percentile
Economic Literacy	75th Percentile
National Identity	73rd Percentile
Scientific Process and Technology	73rd Percentile

COLLABORATION

Collaboration was essential for preparation of proposals and implementation. As participants reached the fourth and fifth years of involvement, they began discovering the reinforcing effect of multiple collaborative strategies, which we have called the collaborative cluster. The reinforcing ingredients include cooperative learning for students, peer coaching for staff, and team teaching. As these strategies are perfected, the schools can then make the most of cross-age learning, the multi-age class, and finally, the nongraded school.

Such changes in the educational structure also require collaboration with the community, so that parents and other stakeholders have the opportunity both to learn and contribute.

- Examples of community involvement in the change process:

New Parent Roles

Parents and teachers from Concrete Elementary School studied the concept of the nongraded school. They visited British Columbia, where it is mandated, and Kentucky, where it will be. They held community forums to discuss the impact on their own families. The final plan included two parallel programs, the multi-age and the traditional. Parents (and teachers) were free to choose the option they preferred, and each year, the size of the two would be based upon demand. Nearly 85 percent of parents and staff selected the multi-age version, while the remainder were pleased to have a choice. Now parents are working with teachers to expand multi-age options in Concrete Middle School.

Parents in Issaquah wrote and presented the Schools for the 21st Century proposal for Clark Elementary. This unique school of choice logged more than than 30,000 hours of parent involvement last year.

Parents from Newport Heights and Reed have taken an active role in the development and evaluation of their project. They have paid parent coordinators who attend all inservice workshops for teachers.

Community involvement has extended beyond parents in Schools for the 21st Century. The projects have learned, often through trial and error, how to develop unique partnerships with colleges and universities, the business community, and government agencies.

University Partnerships

University partnerships have gone beyond having these institutions conduct research in the schools. Twenty-four Schools for the 21st Century sites initiated college and university partnerships as part of their projects. Below are two examples:

Orondo School District, working with Heritage College, has created a unique partnership with benefits for all stakeholders. All district students have the option of a 200-day school year, and over 90 percent will participate this year. Teachers from across eastern Washington will receive on-site courses and training, stipends, and a master's degree in bilingual education, with the district paying tuition. The parents receive a comprehensive, year-round program for their children and family support for themselves. The college and the district are able to improve the level and range of their services.

Fidalgo Elementary in Anacortes, in partnership with Western Washington University, has implemented an on-site master's degree program for teachers, not only in the Schools for the 21st Century project, but across the district. Teachers have completed their thesis using data collected in their own classrooms and analytical techniques learned in their coursework.

Business Participation

Business partnerships in the projects have focused more on tapping the expertise in the corporate world and on the learning potential for students at these neighborhood sites. Twenty-two Schools for the 21st Century sites initiated school/business partnerships as part of their projects. Some unique examples include the following:

Fidalgo Elementary has provided Japanese language training for Alyeska Ocean Seafood staff, while Texaco has assisted with career testing at the school.

Godfather's Pizza has provided free lunches for students and staff as incentives and recognition for positive student action at Reed Elementary School.

Seven Oaks Elementary has become a national pilot site for IBM and BSCS (Biological Sciences Curriculum Study).

Boeing Computer Services assisted Sammamish High School with development of a schoolwide technology plan and facilitator training.

St. Peter's Hospital and IBM have provided internships, mentorships, and job shadowing opportunities for students at New Century High School.

At Shorecrest High School, Blue Cross assisted in leadership training for Crisis Clinic peer counselors, while Industrial Air Systems provided realistic drafting problems for Computer Aided Drawing students. More than 30 other local businesses and community agencies provided sites for students to perform their required community activity.

Interagency Collaboration

Many of the Schools for the 21st Century projects have learned that other agencies often provide services to children that can support the learning process. It is usually more cost effective to collaborate than to duplicate services.

In Bethel School District's Extended Learning Family, the project has a contract with the Department of Social and Health Services to support infant and toddler day care for children of teen parents enrolled in the school. DSHS supplies the funding and the Schools for the 21st Century project operates the day care program as part of its birth-to-adulthood learning center. The project also has a contract with the Pierce County Health Department that provides prenatal and infant services for the young parents at the school site.

Jerry Walker, a volunteer in North Mason School District, has coordinated interagency cooperation to support the environmental theme that integrates curriculum throughout their Schools for the 21st Century project. In the first three years of their program, the district has received grants from the Department of Wildlife, Department of Fisheries, Coastal Zone Management, Aquatic Lands Enhancement Account, Puget Sound Water Quality Authority, and the Washington State Legislature. They are building raised walkways and an Interpretive Center that will provide wetlands education for school districts throughout the region, and they serve as a research site for the University of Washington and The Evergreen State College.

Community Participation

Two Schools for the 21st Century projects exemplify the commitment to community collaboration that includes parents, businesses, higher education, and agencies:

As part of the "Methow Valley as a Classroom" strand at Liberty Bell High School in Twisp, members of the community were asked to teach very specific courses in their areas of expertise each Wednesday afternoon. In all, over 100 community members joined the project. In addition to generating a new spirit for learning among the students, "Methow Valley as a Classroom" built a new bond between patrons of the district and their high school.

At Shorecrest High School, staff added a service-learning credit to the graduation requirements. To develop responsibility, students learn to give back to a community that has provided them with all the opportunities they have. More than 30 businesses and community agencies have signed on as sites for students to complete the service requirement.

THE CHANGE PROCESS

Participants in Schools for the 21st Century projects have learned that implementing change is much more difficult than planning change. They have learned that changing the culture of a school and institutionalizing change are very different from initiating change. Data from a study using the Concerns-Based Adoption Model, which measures levels of implementation of an innovation, indicate that high levels of sustained change have occurred in Schools for the 21st Century projects, despite common barriers. From 1,368 survey respondents and about 300 interviews, we learned that:

Barriers to Change

- The number one barrier to implementing change was lack of time.
- The second most important barrier was resistance to change. This resistance came from districts, staff members, parents, and communities.
- The third barrier was the difficulty of developing group consensus.

Below, in their own words, are examples of what the project participants have learned about barriers to change in schools:

The most difficult and challenging obstacles facing Garfield Elementary have been obtaining sufficient consensus as to what our needs are now, what they will be in the future, and how best to address them. Adjusting to the increasing demands presented by our changing family demographics, student needs, and available resources keep us actively engaged, yet the reservoir of collective energy runs low at times.

Although parents and staff at Newport Elementary were well informed, some were reluctant to accept progressive, innovative changes. We have had to process how we feel about change. The nature of change and risk taking is difficult to overcome. As we bring new staff into our program, we have a tremendous job to acculturation. In addition, due to the uncertainty of funding of the project, it has been difficult to plan change from year to year.

Lincoln Middle School's number one obstacle has been having to limit the number of teachers receiving the 10 extra days. Positive change comes when the whole faculty and staff work together. We strongly recommend that the Legislature add paid work/collaboration days to all teachers' contracts. Professionals need time to collaborate.

At Liberty Bell High School the number one obstacle has been the time involved in obtaining consensus. In some cases individual needs of staff had to be addressed or met before consensus could take place. All but one of our staff participated in the process. Living with change and, originally, the fear of change can be roadblocks. In our second year we had much less teacher stress and burnout. I believe we have learned how to manage the change process, thanks to the help of Peter Holly, our change facilitator, and the commitment of staff.

Obstacles facing the Sammamish High School project have been people who fear change, or have a fear of the unknown. There was also a lack of acceptance early in the project that there needed to be a change and a perception that significant change is such an overwhelming task. There was a fear of loss of content integrity. In addition, there have been the expectations of other existing organizational structures (i.e., computer scheduling, University expectations, traditional day).

Before the acceptance into the 21st Century program, Sehome by comparative academic and athletic standards, had proven itself a very successful school. Sehome also had a highly experienced staff. At the start of our project, more than 60 percent of the Sehome faculty had taught more than 20 years and were at the top of their salary schedule. The prevailing perception of the school was: "We are an extremely

successful school, we are not broken, and we do not need to be fixed."

Obstacles faced by the Colton School District project have been fear of change, staying focused, and educating and involving all groups (parents, school board, staff, and the community).

The most difficult obstacles for the Moses Lake School District have been sustaining momentum for innovation and the resistance to change by some staff members.

The obstacles for North Mason School District have been staff resistance to change, lack of time, and communicating multiple innovations.

Despite the barriers, project participants are learning, over time, how to sustain deeper levels of change in the culture of the institution. These changes are reflected in the learning outcomes of the students, the new professionalism of teachers, and validation of the roles of all stakeholders in the restructuring of schools. Following are comments taken from the projects' 1992 annual reports:

- "When you work together collaboratively to make decisions you don't think in terms of power and authority, you think in terms of outcomes and success." Sunnyslope Elementary
- "The process of defining outcomes and goals brings people together; collaboration and teaming are powerful tools for teachers who need to learn to use these strengths, rather than work in isolation." Seattle's Network of Schools
- "Students, teachers, and the community expect us to be an innovative school.... They see themselves as striving to be an academically excellent institution. They are expecting quality work from themselves and others...and they are getting it. High expectations and a 'can do' attitude are empowering." Liberty Bell High School

OTHER REPORTS

Participants have not been the only ones to document these changes in the projects. Policymakers and educators across the country have been following the nation's first and most far-reaching of the school restructuring initiatives. Included in the complete *Report to the Legislature on the Schools for the 21st Century Program* are reports written about the program by the following:

- Jane David of the National Center for Education and the Economy in Washington, D.C.
- Peter Holly of the Gheens Academy for Educational Research in Louisville, Kentucky
- Geoff Southworth of the Cambridge Institute of Education in England
- Additional reports from Policy Research Associates in Washington, D.C. and S.R.I. and Associates in Palo Alto, California will be available as soon as they have been completed.

CONCLUSIONS

The two most important discoveries of the Schools for the 21st Century program have been:

- With proper incentives, locally-based shared decision making is the most effective way to both develop and implement positive school change.
- Time for staff collaboration is the single most important ingredient for significant school improvement.

For the shared decision making and the collaborative time to be most productive, they must be clearly focused on the goals of the school, and those goals must also be developed collaboratively.

RECOMMENDATIONS

After visiting the projects, studying the internal and external reports, and meeting with staff from the Senate Education Committee, the House Education Committee, the Office of Superintendent of Public Instruction, and the Schools for the 21st Century office, the State Board of Education makes the following recommendations:

- Continue current funding levels of the Schools for the 21st Century program so that the initial 21 projects may conclude on June 30, 1994, as stated in Chapter 525, Laws of 1987.
- Continue current funding levels of the Schools for the 21st Century program so that the 12 second-round projects can complete years four and five of their six-year duration and the final report to the Legislature on the first 21 projects may be completed and submitted on January 15, 1995, as stated in Chapter 112, Laws of 1992.
- Continue current funding levels of the Schools for the 21st Century program so that in the 1994-95 school year, successfully completed Schools for the 21st Century projects can establish mentor relationships with other Washington schools.

Since 1987, Washington has made a sizeable investment in the Schools for the 21st Century program. With the passage of the School Reform Bill of 1992 and its plan for transitioning to locally-based decision making and outcome-based education by 1998, the state is now well positioned to make good use of its Schools for the 21st Century resources. The next years are the time for final reporting and for dissemination of the most effective accomplishments of the Schools for the 21st Century projects. Therefore, a process must be developed to establish a statewide network to link these projects with other schools at varying stages of educational reform. The State Board of Education recommends mentor relationships under current level of funding as the most effective and cost efficient way of accomplishing this.

For more detailed results of the program or copies of the full *1993 School Report to the Legislature on the Schools for the 21st Century Program*, please call the Schools for the 21st Century office at (206) 586-4512.

APPENDICES

1992-93 PROJECT BUDGETS

ELEMENTARY SCHOOLS

Clark Elementary-Issaquah School District	$ 75,386
Concrete Elementary-Concrete School District	$103,250
Edison Elementary-Wall Walla School District	$100,537
Fidalgo Elementary-Anacortes School District	$101,253
Garfield Elementary-Olympia School District	$114,224
Montlake Elementary-Seattle School District	$ 59,191
Newport Elementary- Bellevue School District	$113,093
Orondo Elementary- Orondo School District	$ 99,650
Prospect Point Elementary- Walla Walla School District	$114,725
Jennie Reed Elementary- Tacoma School District	$122,050
Seven Oaks Elementary-North Thurston School District	$146,618
Skyline Elementary-Ferndale School District	$111,611
Sunnyslope Elementary-South Kitsap School District	$105,950

JUNIOR HIGH/MIDDLE SCHOOLS

College Place Middle-Edmonds School District	$130,209
Covington Junior High-Evergreen School District	$170,980
Lincoln Middle School- Pullman School District	$ 72,848

HIGH SCHOOLS

Clarkston High-Clarkston School District	$ 87,654
Liberty Bell High-Methow Valley School District	$150,485
Mountlake Terrace High-Edmonds School District	$222,098
New Century High- North Thurston School District	$117,966
Sammamish High-Bellevue School District	$222,657
Sehome High-Bellingham School District	$170,706
Shorecrest High-Shoreline School District	$233,011
West Valley High-West Valley School District	$125,562

SCHOOL DISTRICTS

Camas School District	$319,040
Colton School District	$ 86,721
Granger School District	$182,822
Moses Lake School District	$204,969
North Mason School District	$ 99,540
Seattle School District	$135,425
Yakima School District	$207,826

OTHER

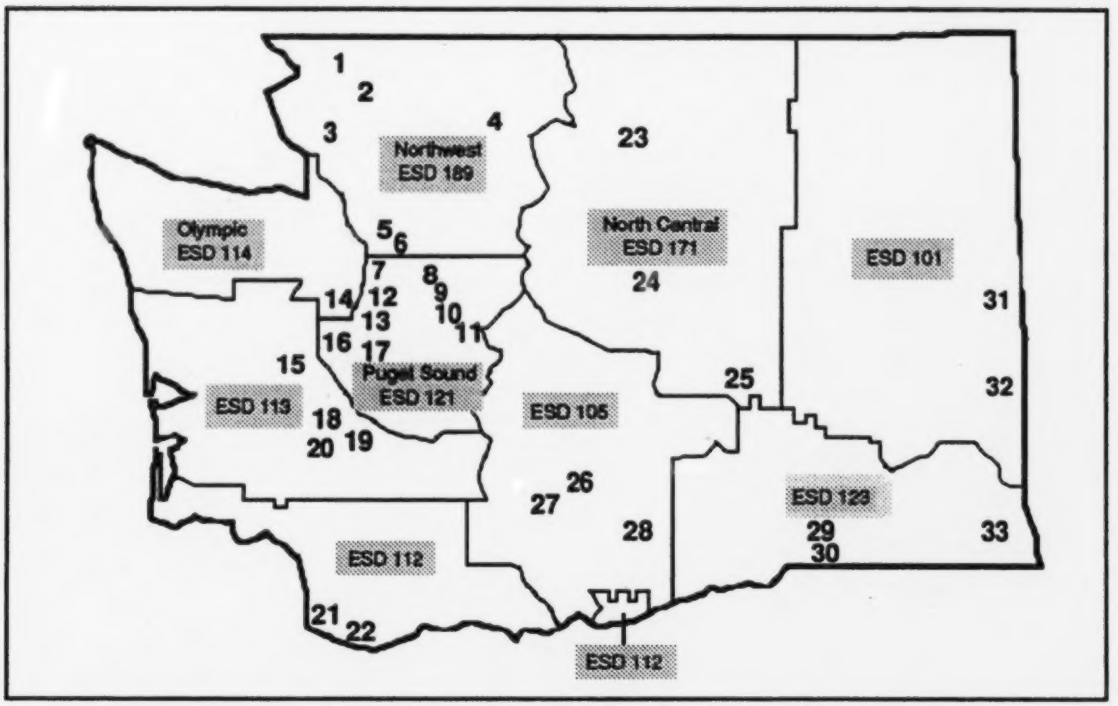
The Extended Learning Family-Bethel School District	$ 73,700
The International School-Bellevue School District	$ 67,900
Total Grants 1992-93	**$4,449,657**

WAIVERS

One of the unique features of Schools for the 21st Century program was the opportunity to request waivers of state regulations that impeded implementation of effective restructuring and innovation to increase student performance. Below are waivers that have been approved by the State Board of Education.

Waiver requested	Description	Requested by
WAC 180-16-191	Programs subject to basic education allocation entitlement requirements	Bethel Extended Learning Family
WAC 180-16-200	Total program hours offering--Basic Skills and work skills requirements	Fidalgo Elementary Shorecrest High School Camas School District Seattle Network of Schools New Century High School
WAC 180-16-205	Classroom teacher contact hours requirement	Shorecrest High School Camas School District Sammamish High School Seattle Network of Schools New Century High School
WAC 180-16-215	Minimum 180 day school year	Camas School District Seattle Network of Schools North Mason School District
WAC 180-16-220	Supplemental program and basic education requirements	Camas School District
WAC 180-44-050	School day related to teacher hours	New Century High School The International School North Mason School District
WAC 180-50-100-320	Course of study and equivalencies	Camas School District
WAC 180-51-050	High school credit--definition	Sehome High School Yakima School District Mountlake Terrace High School North Mason School District
WAC 180-58-010	Vocational education programs	Yakima School District
WAC 180-77-45	Vocational teachers	Yakima School District
WAC 180-77-040	Vocational certification of instructors from business and industry	Yakima School District
WAC 180-77-055	Specific requirements for certification of instructors teaching programs designed to prepare students to enter advanced training	Yakima School District
WAC 180-79-075	Certificate endorsements	Mountlake Terrace High School Camas School District
RCW 28A.600.010	School day related to teacher hours	New Century High School The International School
RCW 28A.600.030	School day related to teacher hours	New Century High School The International School

SCHOOLS FOR THE 21ST CENTURY PROJECT DISTRIBUTION



1. Skyline Elementary
2. Sehome High
3. Fidalgo Elementary
4. Concrete Elementary
5. College Place Middle School
6. Mountlake Terrace High
7. Shorecrest High
8. Sammamish High
9. Newport HeightsElementary
10. International School
11. Clark Elementary
12. Montlake Elementary
13. Seattle Network of Schools
14. Sunnyslope Elementary
15. North Mason School District
16. Jennie Reed Elementary
17. Extended Learning Family
18. New Century High
19. Seven Oaks Elementary
20. Garfield Elementary
21. Covington Junior High
22. Camas School District
23. Liberty Bell High
24. Orondo Elementary
26. Yakima School District
27. West Valley High
28. Granger School District
29. Edison Elementary
30. Prospect Point Elementary
31. Lincoln Middle School
32. Colton School District
33. Clarkston High

The State Board of Education was required by statute to consider balance in the variety and location of projects it selected for funding, while at the same time favoring those with greatest promise for increased student outcomes. The Board considered geography, district size and grade configuration as they chose the projects.

One-third of the Schools for the 21st Century projects (11) are located in eastern Washington. Each educational service district contains at least one project. One-third of the student served attend urban schools, while seven of the project's are in rural areas.

The smallest district served is Colton, with 171 students, while the largest is Seattle's Network of schools with 13,179 of its 41,200 students involved.

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